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ABSTRACT

This implementation handbook is second in a series of three handbooks developed for individuals, school districts, and agencies interested in implementing career education programs. This handbook is divided into the following eight units: (1) clarification of program objectives; (2) management planning; (3) budgeting; (4) staff development; (5) materials development/selection; (6) community resource development; (7) advisory committee selection; and (8) dissemination and public relations. A brief introduction provides an overview of the handbook and identifies the Wyoming State Department of Education Goals for implementation, goals for experience-based career education, and student objectives/outcomes. The suggestions included in this handbook are intended to serve as guidelines and are designed to be extended and/or modified to address the specific needs of the user. (BM)

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ED177304

WYOMING EXPERIENCE-BASED

CAREER EDUCATION IMPLEMENTATION HANDBOOK

WYOMING STATE DEPARTMENT OF EDUCATION
ROBERT G. SCHRADER
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION - 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This Implementation Handbook, written by Jeffrey E. Shafer and Kendrick L. Spooner of The Center for Education and Management, Greeley, Colorado, is the result of cooperative planning and discussion with various personnel of Wyoming educational institutions. It is addressed primarily to local project directors, principals and other administrators concerned with effective implementation of EBCE materials.

Individuals with varying degrees of expertise will use the handbook, so each section can be used independently. The organization of the materials is not meant to be sequential, and each section can stand alone.

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AN INTRODUCTION TO IMPLEMENTATION

This handbook is designed to assist school districts involved with implementing an experienced-based career education program. The handbook contains practical suggestions in the following areas:

- Clarification of program objectives
- Management Planning (MBO)
- Budgeting
- Staff Development*
- Materials Development/Selection
- Community Resource Development
- Advisory Committee Selection
- Dissemination and Public Relations
- Bibliography

Overview

The handbook does not attempt to cover all aspects of implementation since not all districts will have the same concerns. Critical components of implementation have been identified and, where appropriate, illustrated with materials which have proven useful in the management of community-based career education programs. The suggestions included in this handbook are intended to serve as guidelines; school districts may wish to extend or modify the sections in order to address specific needs peculiar to their situation.

If the program selected is based on a commercially-produced package of materials, effective implementation strategies may be an integral part of the package, with many of the topics covered in this handbook already addressed.

Page Numbers

The following pagination system has been develop to facilitate updating of handbook materials as well as ready usage of various selections:

*Note: Staff Development Models are already developed and are not contained in this Handbook. General individual staff development materials are also in preparation. For more information contact Wyoming State Department of Education.

Clarification of Program Objectives	CPO
Management Planning	MP
Budgeting	B
Staff Development	SD
Materials Development/Selection	MDS
Community Resource Development	CRD
Advisory Committee Selection	ACS
Dissemination and Public Relations	DPR

State Education Department Goals for Implementation

The Wyoming State Department of Education has identified five goals for its career education project.

The goals of this project are to:

1.0 Provide assistance to local education agencies in the final preparation of individual management tasks for first year implementation plans.

2.0 Provide assistance to local education agencies in the development of their own unique system (processes, techniques, materials) for implementing and sustaining efforts in Experience-Based Career Education.

3.0 Determine the appropriate Experience-Based Career Education staff implementation needs of the local education agencies (public and non-public) through a continuous process of individual staff needs assessment and monitoring.

4.0 Provide other agencies with information about dissemination services available from the Wyoming State Department of Education in cooperation with Experience-Based Career Education sites, the University of Wyoming and Project WINS (Wyoming Innovative Network Schools.)

5.0 Provide evaluation procedures that generate data necessary to provide (1) corrective feedback to key components of the state assistance process and (2) third-party evaluation reports to the U.S. Office of Education. Emphasis will be given to learner outcomes within the context of a given district's operational environment and philosophy of career education.

Experience-Based Career Education Goals

The state of Wyoming Experienced-Based Career Education project has identified seven goal statements that specifically address Experience-Based Career Education (EBCE). These goals are listed below.

1) To increase the relationship between schools and society.

2) To provide opportunities for counseling and guidance.

3) To relate the subject matter of the curriculum of the school to the needs of persons to function in societal life roles (family, home, school, citizenship, leisure and occupational).

4) To extend the concept of the education process beyond the school into the area of employment and the community.

5) To foster flexibility in attitude, skills and knowledge in order to enable persons to cope with accelerating change and obsolescense.

6) To make education more relevant to employment and functioning in society.

7) To eliminate any distinction between education for vocational purposes and general or academic education.

Student Objectives/Outcomes

The Wyoming State Department of Education has also identified ten student outcomes or objectives for Experienced-Based Career Education programs.

Young people who participate in this program will:

1) Acquire basic academic skills which are at least equal to those of their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

2) Demonstrate that they have developed work habits and work attitudes which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals, make commitments, and persevere to the accomplishment of their goals; by rate of attendance, punctuality, and other measures deemed appropriate).

3) Demonstrate a higher level of "life skills and functional adult competencies" than young people involved in the traditional program.

4) Demonstrate a higher level of career decision-making skills, job-hunting and job-getting skills than will young people in a traditional program.

5) Demonstrate a higher level of self-awareness and career awareness than will young people in a traditional program.

6) Have greater awareness of their opportunities for continuing and recurrent education after they leave formal schooling than will young people in a traditional program.

7) Have a higher level of satisfaction in their choice of education and work than will young people in a traditional program.

8) Be more likely to select career areas for exploration or preparation which are different from those normally expected for their sex-roles than will young people in a traditional program.

9) Experience reduced feelings of alienation from their parents, their schools and their communities.

10) View their learning environment as more friendly and conducive to their self-development and career development.

CLARIFICATION OF PROGRAM OBJECTIVES

This section presents a scheme which will allow program administrators to systematically develop objectives which can be evaluated with validity and reliability. The scheme will allow individual districts to tailor the program to the needs of their community.

The following definitions are used in this section:

Goal:	A statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period (not measureable).
Objective:	A desired accomplishment that can be verified within a given time and under specifiable conditions, which, if attained, advances the system toward a corresponding goal (measureable).
Outcomes:	The intended and unintended results of an educational treatment or experience -- observable and unsually measureable.
Measurement:	The process of determining the degree to which a phenomenon exists--may be concerned with quality or quantity.
Component:	A major part of a project.

This handbook refers to two types of goals. Goals which relate specifically to the learner (student) are called learner goals, and goals related to an activity or process are called activity goals. Consequently, there are two types of objectives related to the two types of goals:

Process Objective: A statement which describes a particular method of doing something, generally involving a number of steps or operations which lend themselves to documentation. (These are also known as activity objectives.)

Behavorial Objective: A statement of the direct outcomes of the program. (These are also known as outcome or product objectives, depending on the context within which they are used.)

Clearly stated objectives serve several uses. They assist program planners in determining which objectives should or should not be pursued; in focusing on the effects a program will have on learners; and in evaluating the effectiveness of a program and whether or not program goals have been realized.

Elements of Process Objectives

The following elements should always be included in a process objective:

- Element One: Person(s) Responsible

  The title of the individuals and/or groups responsible for implementing and carrying out the activity must be specified in the objective.

- Element Two: Activity

  Any activity which increases the likelihood of attaining an objective should be specified.

- Element Three: Time Factor

  Activity (process) denotes sequence and timing. Therefore, the activity objective should specify any important time factors essential to the completion of the activity.

- Element Four: Documentation

  After an activity has been completed, some evidence or documentation of completion should be available.

Example of a process objective:

The [1. project director] will [2. conduct a workshop on community-based career education for the advisory council] [3. before September 30, 1978,] as [4. evidenced by the workshop evaluation report on file.]

Process (activity) objectives should answer the following questions:

Process Objective No.	Who's Responsible?	What is the Activity?	What is the due date?	What is the documentation?
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

X = indicates element is present; 0 = indicates element is absent

COMPONENT: Management 1.0

Figure 1

CHECKLIST FOR PROCESS OBJECTIVES

1) Who is responsible for completing the activity?

2) What activity is being conducted?

3) When does the activity need to be completed?

4) How does one know the activity has been completed?

A process objective which is deficient in any one of these areas should be rewritten so that all questions can be answered.

As a general rule of thumb, it is useful to concentrate on objectives that describe a general set of activities. After these general activities have been specified, it becomes a relatively simple matter to analyze all the steps necessary to insure that the general activity will be completed.

A convenient checklist for critiquing process objectives may be found in Figure 1.

Elements of Behavorial Objectives

The following elements should always be included in a behavorial objective:

- Element One: Observable Behaviors

The key to clarifying most behavorial objectives is to first determine the observable behaviors, skills or competencies that should be exhibited. It is useful to concentrate on objectives that describe a set of desired behaviors or outcomes rather than all specific behaviors. After the general behaviors or outcomes have been identified, it is relatively easy to become more specific regarding the steps necessary to achieve the general objective.

For example a general objective might be:

To apply rules of phonics in deciphering unfamiliar words.

The above objective can be translated in two ways:

Content general objective

The learner will be able to correctly read aloud any 20 words randomly selected from a list of 200

unfamiliar basic words.

Test item equivalent objective

The learner, given a list of 20 unfamiliar basic words, will be able to correctly read aloud 20 of these words.

Notice that the observable behavior -- "correctly read aloud 20 words" -- relates back to the ability to apply rules of phonics. Both the content general and test item equivalent objectives are more specific than the behavior or outcome specified in the general objective.

- Element Two: Who

After the observable behaviors or skills have been identified, the person variables need to be delineated. Generally, this element specifies the person from whom the behavior is expected. In an educational setting this most often is a student or learner. However, it is not uncommon to find that teachers, administrators, communities, specialists and even families are the subject of behavorial or outcome objectives.

- Element Three: Instructional conditions

This element specifies the instructional conditions to which a person's behavior is to be related. In the above example the student is "given a list of 20 unfamiliar basic words." This specifically identifies the conditions under which a person's behavior is to be observed. This element often will include the subject area (math, reading, science, english, etc.) along with the conditions; in the example the subject is assumed to be reading.

- Element Four: Measurement

How will the behavior be measured? What will the writers of the objective accept as evidence that the learner has achieved the objective? This element should specify a measurement instrument or suggest a technique to measure achievement.

Performance or outcome objectives should answer the following questions:

1) Who is going to perform the specific behavior?

2) What behavior is expected to occur?

3) Under what circumstances will the behavior be observed?

4) How is the behavior going to be measured?

When dealing with behavorial objectives, a checklist similiar to that for process objectives should be used. Simply insert the four questions in the top of the chart and critique each objective.

It is important to consider two additional questions when attempting to define the outcomes (behaviors) and processes (activities) of a program or project.

- Are there underlying activities for each outcome that further define how the outcome is to be achieved?
- Are there adequate behavorial (performance) objectives for activities and outcomes for each component of the project?

These two questions will become the focus for developing a management by objective (MBO) system.

Management planning via Management By Objectives (MBO) provides an approach to managing a complex set of educational activities. This section deals with management as it relates to the implementation of an Experienced-Based Career Education program (EBCE) and presents a rational scheme for management that can be used in developing and preparing an MBO system. MBO is a management method that uses process (activity) and behavorial (outcome, product or performance) objectives.

A Rationale for Using MBO

The use of objectives generally forces a project director to consider and plan for:

- assignment of the person responsible for completion of the task,
- the task (activity) to be completed,
- a deadline (time) for completion, and
- a method for determining whether or not the task was completed on time and the expected results achieved.

An additional advantage of an MBO system is that it allows the project director to relate a task to a specific outcome or product. These four considerations are those elements that make up process objectives.

For the most part, projects are evaluated on the extent to which they achieve their objectives. By this somewhat circuitous route it becomes evident that objectives in an MBO system serve as the basis for evaluation efforts.

Most evaluation efforts are specifically designed to aid project staff in achieving the overall project goals by supplying information which will help them decide which parts of the project are working well and which parts need improvement. The objectives, when compared to the information collected by the evaluator, allow project staff to determine strengths and weaknesses in their efforts.

An example of the types of problems a new project might encounter and how MBO can be used to address these problems follows:

●Suppose a school district is funded to implement a career education project. This means that people must be hired and trained, materials developed, instruction planned and implemented and possibly the community involved. Someone must also manage these efforts. The program organization might look like that which is depicted in Figure 2.

For each component, outcome (product) and process (activity) objectives need to be developed.

Management of the project, could include organizing and overseeing the other components as well as handling the budget, developing a management plan, assisting in scheduling and instruction of inservice sessions, organizing community advisory meetings, checking federal regulations etc.

Without a systematically planned method of management it is doubtful the project director could function effectively. Chances are he would become over-burdened by the variety of jobs to be performed. The MBO system is designed to reduce such confusion.

The major strength of the MBO system is that it makes explicit the expectations that are so often only implicit. It does this by establishing a formal communication link between the principals of the project.

Say, for instance, the project director does not have time to properly train and evaluate a staff. Without proper training, the method of career education, which has already cost a great deal to develop, would probably never reach the children it was intended to help. Without adequate training and a chance to improve their competency, the staff would never really teach career education, at least as it was intended to be taught. What kind of program would the children receive? What achievement or growth would the project director be able to demonstrate? Most likely the children would show no real knowledge of career education. People reading the final evaluation report (a comparison of achievement to the outcome objectives) would conclude that the project was a flop when, in fact, it had never been implemented as designed.

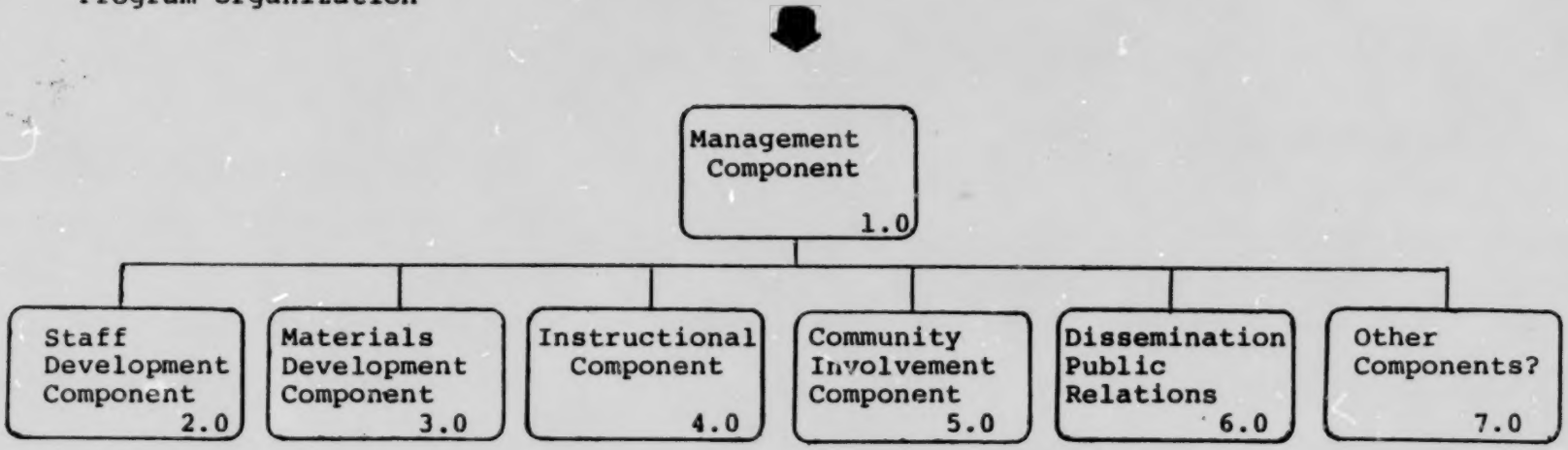
Adequate MBO planning and implementation strategies would very likely eliminate most of the problems cited in the example above.

Like all innovations, MBO systems have the danger that too much will be expected from it. Management by Objectives may be simply defined as

- the specification of objectives to attain activity-oriented and learner goals, and
- the development and implementation of a plan to

Figure 2

Program Organization



monitor, control and evaluate the specified objectives.

Writers of objectives must be prepared to reduce their educational expectations to prioritized and realistic statements. All educators want to maximize the potential of their students; however, such a task takes time, planning, revision and more planning, as well as a large dose of frustration. It is advisable to remember that objectives are not written in concrete--they can be changed, especially if evaluation findings indicate they should be.

One often hears the argument that objectives stifle creativity and flexibility. MBO systems are designed to allow creative ideas to be tried out and empirically verified before they are adopted for wide-spread use. If an objective cannot be achieved, it can be modified or discarded and others tried in its place. It is through this process of "tryout - evaluate - modify - tryout" that instructional strategies are validated. An MBO system's overall goal is to specify required tasks to be accomplished in order to increase the probability that learners will achieve the goals outlined by the school district. MBO systems give direction to educational practices by allowing those concerned with teaching to have a voice in the design of the instructional process.

Development of a Management by Objectives System

This section has already looked at a possible program organizational chart (Figure 2). Generally, a majority of educational programs will contain these components. Some of these are required by federal and state regulations (i.e., Advisory Council) if federal or state funds are being used to help finance the project. Others are included because they appeal to educators.

Step 1: Organize the project into components and assign a number to each one. Suggested components may be viewed in Figure 3.

Step 2: Write goal statements (remember that a goal is timeless, broad in intent and generally not measureable) for each component. For example, two goal statements for the management component could be:

1.0 Management: It is a goal of the management component to identify and develop a management system that provides for planning and implementation of the EBCE project.

- or - It is a goal of the management component to document procedures for implementing, coordinating and monitoring the activities of the EBCE project.

Even though these goal statements are worded differently they both contain a broad statement of intent that is concerned with developing some sort of system that will provide for effective management of the EBCE project.

Figure 3

SUGGESTED COMPONENTS	
1.0	Management
2.0	Staff Development
3.0	Materials Development/Acquisition
4.0	Instructional
5.0	Community Involvement
6.0	Dissemination/Public Relations
7.0	Other Components as needed

Write the goal statements for each component on the Outcome Matrix - Form 1, page MP-6, (A blank form has been provided so that you can reproduce as many forms as you need.)

Step 3: Decide the outcome objectives with which each of the components should be concerned. For example, the management component outcomes might be:

1.01 To develop a first year management plan.

1.02 To secure adequate insurance for the program.

1.03 To develop a budget system consistent with state and federal guidelines and policies.

1.04 To establish transportation policies and procedures.

1.05 To complete and submit all required reports.

FORM 1

Goal Statement

Project Name _____

OUTCOME MATRIX

Component: _____

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation

MP-6

FORM 1

SAMPLE PLAN

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.01 Management Plan - To develop a first year management plan for all project components	1.01.1 Develop a plan for staff development 1.01.2 Develop a plan for materials development. 1.01.3 Develop EBCE program requirements. 1.01.4 Develop a community environment plan. 1.01.5 Develop an information dissemination plan. 1.01.6 Review and, where necessary, modify management plan with state director and local officials.	1.01 SDE Personnel NWREL Materials, EBCE staff, senior high faculty, community.			1.01 Copy of management plan on file with local director of EBCE Project.

MP-7

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.02 Insurance - To secure adequate insurance for the EBCE program.	1.02.1 Review school coverage with local school officials and insurance agent. 1.02.2 Obtain necessary insurance coverage.	1.02 Insurance agent, local officials.			1.02 Insurance policy on file.

MP-8

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.03 Budget - to develop a budget system consistent with state and federal policies and guidelines.	1.03.1 Review state and federal budget policies and guidelines with local and state officials. 1.03.2 Coordinate budget requirements with state and local personnel. 1.03.3 Investigate alternate funding sources (Title I, Title IV, foundations, etc.) 1.03.4 Monitor budgets monthly and quarterly as per state/federal guidelines. 1.03.5 Develop next year's budget.	1.03 Local and State budget personnel.			1.03 Copies of fiscal year budgets on file with director of local EBCE project.

MP-9

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.04 Transportation - To establish transportation policies and procedures.	1.04.1 Review transportation options and requirements. 1.04.2 Determine local transportation needs. 1.04.3 Review local, transportation needs. 1.04.5 Secure adequate transportation to meet identified needs.	1.04 Local transportation policies, routes, transportation officials.			1.04 Copy of transportation policies/ procedures on file.

MP-10

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.05 Reports (Cont'd)	1.05.8 Submit copy of management plan to state director.				
	1.05.9 Submit report to local Board of Education semi-annually.				

MP-11

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
1.05 Reports - to complete and submit all required reports.	1.05.1 Review state and federal report requirements.	1.05 SDE Director, local director, fiscal officer.			1.05 Copies of all reports on file with local EBCE director.
	1.05.2 Identify reports required.				
	1.05.3 Identify information sources and procedures.				
	1.05.4 Develop a comprehensive reporting plan with timelines.				
	1.05.5 Submit final report within 10 ays of FY ending.				
	1.05.6 Submit funding requests to SDE by 5th of each month.				
	1.05.7 Submit next FY EBCE proposal by SDE deadline.				

MP-12

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.06 Evaluation - To provide for obtaining necessary evaluation information.	1.06.1 Develop an evaluation plan. 1.06.2 Assign evaluation responsibility to staff. 1.06.3 Implement evaluation procedures. 1.06.4 Compile and submit evaluation reports.	1.06 List of students participation, evaluation, requirements, proposal, pre-post, tests, agenda and timelines.			1.06 Copy of plans timelines on file.

MP-13

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.07 Professional Development - To keep project management informed of educational research and development.	1.07.1 Establish professional staff development training needs. 1.07.2 Attend all SDE sponsored EBCE workshops and conferences. 1.07.3 Visit EBCE sites in other states. 1.07.4 Attend a regional or national and WVA summer conference.	1.07 Travel budget			1.07 Attendance List of staff needs.

MP-14

FORM 1

Goal Statement
1.0 To identify and develop management systems that provide for planning and implementation of the EBCE Program.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Management

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
1.08 Inventory Control - To maintain a system for controlling EBCE inventory.	1.08.1 Label all EBCE materials. 1.08.2 Establish an inventory system for all items (cardex file). 1.08.3 Establish a check-in and check-out procedure.	1.08 Label-maker, rubber stamp, SDE director, Librarian.			1.08 Functioning system for control and use of inventory items.

MP-15

FORM 1

Goal Statement
2.0 To hire and train personnel necessary for delivering student outcomes as identified in the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Staff Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.01 Staffing - To select and maintain a staff for delivery of the EBCE Model.	2.01.1 Determine staff needs. 2.01.2 Write job description 2.01.3 Obtain SDE interpretation of vocational certification for EBCE personnel. 2.01.4 Select and hire staff 2.01.5 Allocate resources for accomplishment of assigned responsibilities.	2.01 EBCE handbooks, overview, local policies, SDE policies, vocational education, certification, local administration, budget, LEA Proposal, EBCE Advisory Committee			2.01 Staffing plan on file.

MP-16

FORM 1

Goal Statement
2.0 To hire and train personnel necessary for delivering student outcomes as identified in the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Staff Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.02 Training - To provide for adequate and timely staff inservice training.	2.02.1 Assess staff in-service needs. 2.02.2 Develop staff training plan based on needs. 2.02.3 Develop or secure staff training activities in view of plan developed. 2.02.4 Have staff attend appropriate workshops and inservice. 2.02.5 Have staff visit one other EBCE site. 2.02.6 Assess staff training needs for next fiscal year. 2.02.7 Develop new staff training plan for next fiscal year.	2.02 Travel Budget, meeting facilities.			2.02 Attendance of staff inservice reports.

MP-17

FORM 1

Goal Statement
2.0 - To hire and train personnel necessary for delivering student outcomes as identified in the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Staff Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.02 Training - (Cont'd)	2.02.8 Conduct staff training (local) for next fiscal year.				
	2.02.9 Staff training at University of Wyoming or NWREL.				

MP-18

FORM 1

Goal Statement
2.0 To hire and train personnel necessary for delivering student outcomes as identified in the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Staff Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.03 Supervision - To provide for adequate staff supervision for program improvement.	2.03.1 Identify quarterly job targets. 2.03.2 Develop MBO plan. 2.03.3 Review staff MBO quarterly. 2.03.4 Develop training report form. 2.03.5 Develop activity checklist report from.	2.03 MBO Manual			2.03 Staff MBO on file.

MP-19

FORM 1

Goal Statement

2.0 To hire and train personnel necessary for delivering student outcomes as identified in the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Staff Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
2.04 Evaluation - To define, obtain and provide information for staff improvement.	2.04.1 Formal evaluation of staff based on MBO-semi-annually.	2.04 MBO Manual, Individual training, Report forms, Activity checklists			2.04 Formal staff evaluation report on file. Training report forms and activity checklists on file.

MP-20

FORM 1

Goal Statement
3.0 To provide appropriate EBCE materials which will facilitate the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Materials Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
3.01 Assessment - To assess project material needs in view of local learner needs and federal/state/district guidelines.	3.01.1 Identify curriculum area skills. 3.01.2 Identify general resources to match curriculum area skills. 3.01.3 Identify general resources readily available for purchase. 3.01.4 Determine materials not readily available.	3.01 Project Director EPIE System.			3.01 Resources needed and to develop.

MP-21

FORM 1

Goal Statement

3.0 To provide appropriate EBCE materials which will facilitate the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Materials Development

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
3.02 Selection - To evaluate, develop, select and acquire materials based on assessment and budget constraints.	3.02.1 Gather and purchase materials as determined in assessment process. 3.02.2 Develop materials unavailable through ordinary means. 3.02.3 Staff evaluate (content, set bias etc.) materials.	3.02 Materials budget, project staff.			3.02 Purchase orders on file.

MP-22

FORM 1

Goal Statement
4.0 To provide an instructional/ curriculum system for the achievement of stated learner outcomes

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Curriculum and Instruction

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
4.01 Instruction - To define the scope and nature of the EBCE instructional system.	4.01.1 Identify the instructional/curriculum program component. 4.01.2 Develop a philosophical basis for the instructional system. 4.01.3 Identify major learner outcomes. 4.01.4 Identify an analyze the local instructional resources (human and materials)	4.01 NWREL/EBCE Handbooks, Project Proposal, Wyoming EBCE proposal, Library, EBCE Advisory Committee.			4.01 LEA Project Proposal learner outcomes, List of sites and certifiers etc. Local Needs Assessment.

MP-23

FORM 1

Goal Statement
4.0 To provide an instructional/ curriculum system for the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Curriculum and Instruction

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
4.02 Student Selection - To recruit, select and enroll students into the instructional program.	4.02.1 Determine timing and procedures with local administrators, principals, etc. 4.02.2 Contact all students in target grades. 4.02.3 Hold open meeting for all interested parents. 4.02.4 Accept applications from interested students. 4.02.5 Select EBCE students. 4.02.6 Send letters of acceptance and non-acceptance. 4.02.7 Identify similar group of students for comparative study.	4.02 Local principals, Administrative Council, Academic area consultants, target grade student body, Project Proposal, EBCE Handbook.			4.02 Names of enrolled students.

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FORM 1

Goal Statement
4.0 To provide an instructional/ curriculum system for the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Curriculum and Instruction

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
4.02 Student Selection - (Cont'd)	4.02.8 Identify critical areas for student diagnosis.				
	4.02.9 Diagnose students' critical needs.				4.02.9 Copy of diagnost procedure on file
	4.02.10 Provide a long range prescription for each student based on diagnosed needs.				4.02.10 Student files
	4.02.11 Provide both long range and short term comprehensive student schedules for each student based on diagnosis and prescription.				4.02.11 Student files

MP-25

FORM 1

Goal Statement
4.0 To provide an instructional/ curriculum system for the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Curriculum and Instruction

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
4.03 Accountability - To provide accountability for the local EBCE instructional program.	4.03.1 Identify and provide the accountability components for students. 4.03.2 Provide appropriate guidelines and instructions to community resource personnel. 4.03.3 Provide for adequate student instructions and accountability. 4.03.4 Provide for reporting mechanism from community to EBCE staff. 4.03.5 Provide for reporting mechanism form staff to community. 4.03.6 Provide for reporting mechanism from school to home.	4.03 EBCE Handbooks Project Proposal Community Resources personnel, EBCE Advisory Committee Local Needs Assessment.			4.03 Student handbook, experience site, sponsor packet, E.T. Development, Advisory Committee, Local Needs assessment

MP-26

FORM 1

Goal Statement

4.0 To provide an instructional/ curriculum system for the achievement of stated learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Curriculum and Instruction

1. Outcome	2. Activities	3. Resources	Target 4. Date	Staff 5. Resp.	6. Evaluation
4.03 Accountability - (Cont'd)	4.03.7 Provide for local EBCE Advisory Committee input.				

MP-27

FORM 1

Goal Statement

5.0 To acquire the assistance of community and human resources for achievement of learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Community Involvement

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
5.01 Scope and Role - To define the scope and role of community involvement	5.01.1 Define the role of the community with the EBCE Project. 5.01.2 Prepare a position paper on the scope & role of community involvement. 5.01.3 Communicate role to community representatives.	5.01 EBCE Advisory Committee, EBCE handbooks, local community, Project Proposal.			5.01 Project Proposal, Advisory Committee Action.

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FORM 1

Goal Statement

5.0 To acquire the assistance of community and human resources for achievement of learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Community Involvement

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
5.02 Community Personnel - To provide appropriate community personnel for EBCE activities.	5.02.1 Identify community personnel needs. 5.02.2 Recruit necessary community perosnnel. 5.02.3 Develop a plan for on-going community personnel recruitment. 5.02.4 Organize a community Advisory Committee & hold monthly meetings.	5.02 Local community EBCE Handbooks Advisory Committee			5.02 List of needs List of community personnel Recruitment plan Advisory Committee meeting minutes.

MP-29

FORM 1

Goal Statement

5.0 To acquire the assistance of community and human resources for achievement of learner outcomes.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Community Involvement

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
5.03 Community Inservice - To provide for appropriate community inservice.	5.03.1 Hold "one to one" informational meetings with community personnel. 5.03.2 Provide large group training session as needed. 5.03.3 Hold Advisory Council meeting with a portion devoted to inservice.	5.03 Community representatives EBCE position paper.			5.03 File of contacts Agenda of meetings.

MP-30

FORM 1

Goal Statement
6.0 To inform the professional and lay community about the progress and status of the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Dissemination

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
6.01 Community - To provide a delivery system to inform the community about EBCE Model.	6.01.1 Develop and use various materials for local public information and relations. 6.01.2 Present programs to local civic organizations (Lions, PTA, School Board, etc.) 6.01.3 Release, periodically, informaiton to local newspapers. 6.01.4 Present program on EBCE to potential students for next fiscal year.	6.01 Local Newspapers, radio, civic organizations, students.			6.01 Copies of all materials developed for public information meeting dates and agendas. Newspaper clippings, radio logs, etc.

MP- 31

FORM 1

Goal Statement
6.0 To inform the professional and lay community about the progress and status of the EBCE Model.

OUTCOME MATRIX

Project Name EBCE MODEL

Component: Dissemination

1. Outcome	2. Activities	3. Resources	4. Target Date	5. Staff Resp.	6. Evaluation
6.02 Professional/Technical Information - To provide primary information to other educational personnel and agencies.	6.02.1 Provide program overview to SDE. 6.02.2 Arrange on-site visits for other interested educators. 6.02.3 Provide sample descriptive materials to interested parties.	6.02 EBCE Handbooks Advisory Committee NWREL Materials Academic Consultants.			6.02 SED Agenda On-site visit schedule Copies of descriptive materials.

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1.06 To provide for obtaining necessary evaluation information.

1.07 To keep project management informed of educational research and development.

1.08 To maintain a system for controlling EBCE inventory.

1.09 Other outcomes as determined by local needs.

Suggested outcomes of other components may be viewed in Form 1 of this handbook. This model was developed by the State of Wyoming to assist local education agencies (LEA's) as they plan their MBO systems. The outcomes listed in column one of the Outcome Matrix, Form 1 are only suggestions and may vary with a local district's needs and wants. Review these outcomes in terms of your district and, where necessary, modify or add new outcomes as the situation demands.

Step 4: After the outcomes have been determined, the next step is to write these outcomes in column one of the matrix (Form 1).

Step 5: With the outcomes listed, the next task is to ask about <u>each</u> outcome "What activities (processes) need to be completed in order to obtain the desired outcome?" For each outcome in each component simply list, in order, all the activities necessary for completion.

Step 6: Place these activities in column two of the matrix (Form 1).

Step 7: Determine the dates or times (deadlines) for the completion of each outcome and activity and write them in column 4 of the matrix.

Step 8: At this point check all work to insure that you are capable of completing each activity and outcome objective. Make sure the activities are numbered in a prioritized manner with the most important outcome listed first. In this case, the most important is that outcome or activity which must be either begun or completed first according to established criteria.

Step 9: Number outcomes and activities in order of priority. At this point it may be necessary to rearrange the activities to reflect the priorities of the project. One numbering system that allows the project management to relate activities to outcomes to component is:

1.01 - Outcome

1.01.1 - Activity 1

1.01.2 - Activity 2

etc.

This scheme tells you that these are outcomes and activities of component 1.0 or management and that activity 1.01.1 is the first activity that must be accomplished before anything else is done. A general MBO outline is shown in Figure 4.

Step 10: List the major resources you need to complete each activity in column 3 of the matrix.

Step 11: Decide which staff member will be responsible for completion of each activity and write the title of the staff member in the Staff Responsible column of the matrix (to be used when more than one individual has responsibilitiy for completing designated activity or outcome).

Step 12: Decide how each activity and outcome will be evaluated. This should include consideration of who will supply the information, and what types and levels of measurement will be acceptable for determining completion or noncompletion of the activities and outcomes.

Step 13: List the evaluation (or documentation) methods which will be used in the Evaluation column of the outcome matrix.

At this point it will be helpful if you review the section entitled "Elements of Process Objectives." Note that the column headings of Form 1, Outcome Matrix, answer the four questions outlined in that section, i.e., Who's Responsible, Activity, Date (time) and Documentation (evaluation).

Step 14: Review the completed Outcome Matrix and make any necessary corrections.

Step 15: The next step is to develop a filing system for data collection purposes. The General MBO Outline in Figure 4 will now serve as the coded outline for the filing system. Develop this filing system around each component, outcome and activity of the project.

Step 16: Activities thus far identified should now be transferred to the Major Activities/Accomplishments Chart (Form 2). Note that this chart contains a coded key. Generally a ◯ indicates the beginning date of

Figure 4

GENERAL MBO OUTLINE

Project Title: _____

I. Name of Component One

1.0 Goal Statement
1.01 Outcome One
1.01.1 Activity One
1.01.2 Activity Two
etc.

1.02 Outcome Two
1.02.1 Activity One
1.02.2 Activity Two
etc.

II. Name of Component Two

2.0 Goal Statement
2.01 Outcome One
2.01.1 Activity One
2.01.2 Activity Two
etc.
2.02 Outcome Two
2.02.1 Activity One
2.02.2 Activity Two
etc.

III. Name of Component Three

3.0 Goal Statement
3.01 Outcome One
3.01.1 Activity One
3.01.2 Activity Two
etc.
3.02 Outcome Two
3.02.1 Activity One
3.02.2 Activity Two
etc.

Additional components may be added as they are identified.

an activity and △ indicates the anticipated completion of the activity. This chart will give the project management an idea of the tasks to be completed on a monthly basis. From this it is evident that months themselves could be broken down into dates and each activity within the month listed.

Step 17: While activities are being transferred to the major activities chart it is a good idea to indicate (usually on the quarterly basis of Oct. 15, Jan. 15, April 15, July 15) when periodic reviews or Brief Accomplishment Reports (B.A.R.) will be due. These reports serve to monitor the status of objectives throughout the fiscal year of the project and may be used to report to state and federal agencies.

Step 18: Complete the first two columns (Major Job Functions, Job Objectives) of the Job Functions and Performance Objectives Chart (Form 3). These job functions will be based on the Outcome Matrix and Staff Responsible column.

Several management tasks can be developed from the MBO. A timeline that puts in sequence all major activities of a project can be a very useful management tool; a monthly activity sheet will allow the project manager to plan the month's or week's activities. Examples of some time managing ideas may be found in Forms 4,5 and 6 below.

Note that great care has been taken to assure that for each outcome several activities have been designated for its completion. This satisfies the two questions at the end of section one on Objective Clarification.

FORM 2

Major Activities/Accomplishment Chart

ACTIVITY	MONTH																COMMENTS
	197_				197_												
	S	O	N	D	J	F	M	A	M	J	Ju	A	S	O	N	D	

KEY: ○ - Beginning Date

△ - Anticipated Completion

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FORM 3

JOB FUNCTIONS AND PERFORMANCE OBJECTIVES *

Page ____

Department _____ Unit _____ Person _____

Major Job Functions	Job Objectives	Performance Review										
		Evaluation										Comments for Interview
		Difficulty of the Objective					Achievement of the Objective					
		Ext. Difficult	Difficult	Some Difficulty	Easy	Extremely Easy	Exceeded	Achieved	Partially Met	Little Done	No Activity	
List, in order of importance, the key responsibility areas of your job. (Those general areas within which you are held accountable for producing results.	For each job function, list the specific results you expect to accomplish during the time period covered. Objectives should include what is to be accomplished, by what date, at what cost and quality, etc.											Use this column to continually update objectives or to enter possible reasons why some objectives were exceeded and others not met when conducting the performance review.

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* State Department of Vocational and Technical Education, Stillwater, Oklahoma, M,BE,OH1, Management by Objectives Implementation Sequence, Jan. 1973, p. 50.

FORM 4

(Example)

First Year Timeline (Cond'd)

(21) Management system implemented. (8-76)

(22) Staff Orientation & Training. (9-76)
(EBCE & Sex Fair)

(23) Edit sample EBCE materials for local use.

(24) Staff Committee formed to begin to evaluate materials for sex bias.

(25) Staff review of EBCE curriculum delivery system.

(26) Acquire or print supplies or materials.

(27) Begin signup for employer sites. (9-76)

(28) Begin student selection. (10-76)

(29) Finalize curriculum delivery system. (11-76)

(30) Establish Student Services Systems. (11-76)

(31) Finalize student selection. (12-76)

(32) Final preparations for beginning program. (1-77)

(33) Begin Program. (1-24-77)

(34) Initiate placement & followup coordination with school services.

(35) Student participation ends for first year of program. (5-27-77)

(36) Staff evaluation of EBCE processes, materials, record keeping, and adaptation, if needed.

(37) Evaluation for first year. (6-77)

Second Year Timeline

(1) Add a LM.

(2) Increase student enrollment.

(3) Plan 2nd year management plan and budget based on 1st year evaluation.

FORM 5

(Example)

Lander EBCE (Project Title) Activity Target Dates September (Month)

TARGET DATE	DATE COMPLETED	MBO ACTIVITY	MBO PAGE NO.	COMMENTS
		Monitor Budgets	102.3 2 of 17	Monies can be spent Wyoming 9/1/76
	9-24-76	Review Staff MBO	2.03.3 8 of 17	Ongoing
9-1-76	9-1-76	Assess Staff Needs	2.02.1 7 of 17	Applies to EBCE Directors only!
9-5-76	N/A	Submit requests for funds to SDE	1.03.4 3 of 17	Monies not available to LEA until October
9-13-76 9-17-76	9-17-76	Attend NWREL 1-week workshop in Laramie	1.05.1 4 of 17	
9-15-76	9-15-76	Determine role of community with EBCE	5.01.1 14 of 17	As per EBCE project proposal

1. Write the date you anticipate each activity will be completed according to the date on Form 1, OUTCOME MATRIX Column 4.

2. Write the actual date the activity was completed.

3. Form Column 2 of Form 1, Outcome Matrix write the activity.

4. Write the page number the activity is found on and the component number.

FORM 6

(Example)

EBCE STAFF TRAINING PLAN

Albany County School District

Laramie, Wyoming

1. Review NWREL five volumes on EBCE project.
2. Become familiar with all project forms.
3. Review and become familiar with project budget.
4. Examine community resources for potential learning sites.
5. Attend state and national conferences on career education.
6. Study EBE student requirements including reporting system for grades and credits.
7. Become knowledgeable in student assessment instruments.
8. Attend weekly EBE staff meetings to discuss program direction and evaluate student progress.
9. See NWREL slide-tape program on the EBCE project in Tigard, Oregon.
10. Examine opportunities for disseminating EBE program information.
11. Analyze curriculum needs and appropriate curriculum resources.
12. Visit another project site in Wyoming.

Budgeting responsibilities lie with the project management. The EBCE program budget should be planned and approved in accordance with the timelines established by the program's major funding source. Although many of the procedures for budgeting are already established by school districts, many are unique to EBCE. Special consideration will need to be given to transportation, insurance, staffing, curriculum, and dissemination.

The preparation of a budget requires careful attention. Even though project management is ultimately responsible for this task, a representative from the district's business office should be involved to insure that all relevant costs -- immediate and long range -- are considered

At this point review the components you have selected (suggested components are shown in Figure 3, p. MP-5). All projects will contain Standard Budget Items and should conform with policies outlined by your district's business office. Figure 5 shows an example of a budget item breakdown for an EBCE project. Not all items in Figure 5 will merit the attention of local school districts.

School districts adopting an EBCE program will no doubt already have provisions for many of the services outlined in Figure 5 and will have to make only minor adaptation to existing procedures. Although many procedures for managing an EBCE program are similar to those of business and school districts elsewhere, some procedures are unique to EBCE; for example, insurance provisions for employer sites and transportation of students to and from these sites. Efficient record-keeping and logistics are essential in any program. A program that continually moves students around the community for widely varying learning experiences requires a tremendous amount of coordination and planning prior to student involvement and is especially susceptible to logistical mistakes and improper budget planning.

Planning a Budget

Step 1: Establish schedules for meeting budget deadlines.

If the EBCE program is set up to operate within the school system, the district budgeting schedule should be followed. This will probably mean developing your budget in December for the next school year. Federal and state funded programs may operate on a fiscal year that begins in July or in January. Whatever the case, if possible, adequate lead time

Figure 5

Budget Item Breakdown*

Standard Budget Items	Provisions Needed in an EBCE Budget	Optional Provisions for an EBCE Budget
Personnel salaries and benefits	Extended contracts (10½-12 months) usually have to be considered for at least some staff (for example, program administrator)	Van driver's salary Cost of living and/or merit pay increases
Travel and transportation Staff Student	Staff and student reimbursement for program-related transportation (mileage to and from employer/community sites)	Additional transportation assistance for students (van, bus tickets) Program-related mileage reimbursement for tutors
Postage	Mailings to governing/advisory board, parents, employers, instructors	
Facility and equipment Rental Maintenance		
Telephone and utilities		
Supplies and materials Office Other	Consumable supplies for office and instructional purposes; print and audiovisual materials for learning resources	
Printing/duplication	EBCE requires a variety of program-specific forms and materials	
Data Processing		Computer time, terminal and supplies (paper)

* Northwest Regional Education Laboratory, Handbook for Experience-Based Career Education; Management and Organization, NWREL, Portland, Oregon 1974, p. 103.

Figure 5 (Cont'd)

Standard Budget Items	Provisions Needed in an EBCE Budget	Optional Provisions for an EBCE Budget
Subcontracts and agreements	Insurance premiums Independent audit expenses Tutor and other speical service fees	Management fee for fiscal agent
Administrative costs and other services	Reimbursement to employer relations specialist/program administrator for meals, other expenses incurred in meeting with employer/community representatives Meetings and related expenses (employer instructor training sessions, seminars, student retreat) Miscellaneous student-related expenses (tuition at community colleges, health/safety gear)	Stipends if the governing or advisory board members are reimbursed for attending meetings

of six to nine months should be given for developing a budget.

Step 2: Review state and local budget policies and guidelines with state and local officials.

The representative from the district business office will be able to assist you in this task. They will also be able to review the deadlines and schedules outlined in Step 1 above.

Step 3: Review those items peculiar to EBCE programs.

Contracts and Benefits: EBCE programs may want to consider extended contracts for some staff memebers. The project director should probably hold a 12-month, continuous contract. This will depend on local conditions and policy. Sick leave and personnel benefits will need to be computed as per local policy. There are added burdens characteristic of developing new programs that will not accrue from year to year. Subsequent budgets will need to be modified accordingly.

Transportation: Program-sponsored student transportation to and from cooperating businesses will need to be provided for in the budget section. At this point a review of transportation options and requirements should be conducted. The daily transportation needs of the project and the approximate cost of these services should be determined and provided for in the budget.

Insurance: Early in the budget preparation stages a review of current insurance coverage should be conducted with local school officials and insurance agents. If the EBCE program is a part of the regular school district operation, existing district insurance may be adequate to cover students in this program as well as other aspects of program operation. Do not assume the coverage is adequate. The cost of revisions or additions to the present district policy should be included as a budget item. Basic insurance requirements characteristic of EBCE programs in other states are:

- General liability to cover participating employers and students on learning sites, protecting employers from all risks, liabilities, claims or demands for personal injury or property damage.
- Accident insurance to cover minor injuries to students and staff.
- Transportation insurance to cover students and staff enroute to program-related activities.

- Personal injury protection for students at learning sites.

Special Student Costs: Usually the nature of the EBCE program results in some miscellaneous student-related expenses, such as special gear or clothing for health and safety reasons. The program may have to authorize the purchase of hard hats, uniforms, etc.

Other Special Expenses: Several regular meetings and activities incur expenses throughout the year. Development sessions held for employer instructors, student recruitment activities, advisory council meetings and other EBCE-related functions will need to be budgeted.

Step 4: Establish budget categories.

Each project's budget should be set in accordance with its specific fiscal management/accounting system, and line item categories determined by that system; however, as illustrated in Figure 5, EBCE budget plans should provide for some special items. Some of these special items were briefly outlined in Step 3 above. The optional provisions in Figure 6 are usually those that result from particular management decisions, such as program-sponsored transportation.

Step 5: Finalize budget; obtain approval from governing body.

Central to the budgeting process is the need to reconcile projections, staff recommendations and desired line item provisions with actual funds available. The project director will need to coordinate staff suggestions and compile final budget figures.

After the budget is finalized it must be presented to the State Department of Education for approval. After approval and allocation of funds, a cash flow must be established to enable the project to draw on funds for expenses.

STAFF DEVELOPMENT*

Staff development, especially for a new instructional program or project, is a major task facing project management. Staff development usually takes place in late summer or early fall but may be an on-going process directed at updating the competencies and skills of project staff. Not only must management personnel be trained, but also teachers and aides involved with the EBCE project. Often sponsoring businessman will need to be trained in special seminars since they are also considered to be part of the program staff. A well planned and executed staff development component will go a long way toward insuring successful implementation.

* Staff development models are not contained in this handbook. General, individual staff development materials are currently in preparation. For more information regarding this component contact the Wyoming State Department of Education.

MATERIALS DEVELOPMENT/SELECTION

Materials are only one aspect of the EBCE resources available. People, places of business, and commercially and locally adapted and developed materials are included under this broad heading. While there seems to be no comprehensive set of criteria for evaluating instructional materials, certain criteria and guidelines may be enumerated and evaluation forms developed that will be responsive to a community's needs.

General Criteria

There is a great abundance of commercially-produced career education materials. Some are excellent while others are only average. Others are fine for Buffalo, New York, but have little value for Wyoming, although with a little imagination they could be adapted to meet existing local community needs.

School districts, when developing or selecting instructional materials and resources, need to pay close attention to several general criteria:

- Timeliness: The materials should be current, and should not be rehashed, rebuilt vocational education products.
- Usefulness: How much will the curriculum depend on the material under consideration and how much use will students receive from it?
- Cost: Are the materials cost-effective?
- Racism: Do the materials represent minority groups in sterotyped ways? Where people are shown doing useful work, are minority people represented?
- Sexism: School officials need to be aware of various kinds of sexist biases, such as sterotyped and limited job possibilities for women. Other patterns of bias include family responsibility, grooming and language.

Specific Criteria

The EPIE Institute (Educational Products Information Exchange) recommends that those responsible for materials selection put a series of tough questions to the producers of materials to determine whether the materials have been properly tested

and evaluated. A potential user of the materials will also have to determine if the outcomes the materials are designed to promote are the outcomes the school has in mind for its pupils. The following specific factors need to be considered before materials are selected or developed:

- Objectives: Do the instructional materials specify outcomes that state what the learners will be able to do as a result of instruction?
- Student Assessment: To what extent are there provisions for frequent assessment of pupil progress toward instructional outcomes?
- User Experience: To what extent are data presented to indicate that outcomes have been consistently attained during previous use of the materials in a wide range of situations? Have previous users expressed satisfaction with the materials?
- Activities: To what extent do the materials include instructional resources and activities keyed to the outcomes?
- Training: To what extent do the materials include resources and procedures for training teachers and other school personnel to use the instructional resources effectively?
- Reporting: To what extent are materials and procedures included for teachers and administrators to communicate the instructional accomplishments of pupils in a form understandable to parents and the public?

Structural Factors to Consider

Most educational materials, whether locally or commercially produced, rely on several structural factors. A school district should keep these in mind when evaluating materials for adoption or adaption. These same sturctural factors, as well as the specific and general factors outlined above, are, in many cases common sense criteria a district should always consider when developing or selecting materials.

- Sequential development of concepts/skills: To what extent are materials organized for the sequential development of concepts/skills?
- Practice and maintenance of concepts/skills: To what extent do the materials enable students to practice and maintain concepts/skills?

- Flexibility, individual differences: To what extent do the materials allow for flexibility and individual differences?

- Clear instructions: To what extent are instructions for students clear, concise and easily understood?

- Teacher instructions: To what extent are instructions for the teachers easily followed, appropriate?

- Independent use: To what extent do materials allow for independent use by the student?

- Problem solving/discovery: To what extent do materials enable students to explore, solve problems and discover concepts on their own?

- Durability: Are the materials durable?

- Amount of adaption: To what extent do materials require adaptation for present purposes?

- Reading level: To what extent is the reading level of the materials appropriate for students who will use the materials?

The following Materials/Resources Evaluation Form is intended to provide general guidelines for the selection, development and evaluation of instructional materials. Users of the form, depending upon local constraints, may wish to add their own criteria and/or delete others not applicable to their situation.

The evaluation form may be used in several ways. The easiest way is to simply add the total after evaluating the materials on the general, specific and structural factors and use the sum as an evaluation index.

A more complex method, and one that would probably address the needs of specific communities, is to weight each of the factors according to local needs and criteria. After the evaluation has been completed on a set of materials, each factor is multiplied by its weight and then added to obtain the evaluation index.

Personnel in charge of the evaluation, development and selection of materials should also involve a representative sample of the teachers and other personnel who will use the final product.

Two additional forms are included that will help you evaluate materials with respect to racial discrimination and sexism. These forms are currently used by Laramie

County School District #1 and Albany County School District #1 and were developed by district personnel.*

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* Jim Deaver - Director, Youth Development Program, Albany County and Clark Allen - Laramie County School District No. 1.

FORM 7

MATERIALS/RESOURCES EVALUATION FORM

Title _____

_____

Key: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
Circle the appropriate response

	5	4	3	2	1
	SA	A	U	D	SD

General Factors

1. Materials are timely, up to date	SA	A	U	D	SD
2. Teaching value justifies the cost	SA	A	U	D	SD
3. Minority groups are accurately represented	SA	A	U	D	SD
4. Materials treat both sexes equally	SA	A	U	D	SD

Specific Factors

5. Outcomes match the objectives of curriculum	SA	A	U	D	SD
6. Provision is made to evaluate progress	SA	A	U	D	SD
7. Previous users express satisfaction	SA	A	U	D	SD
8. Instructional activities are keyed to outcomes	SA	A	U	D	SD
9. Teacher training materials included	SA	A	U	D	SD
10. Pupil achievement reporting system is included	SA	A	U	D	SD

Structural Factors

11. Materials organized for sequential development of concepts/skills	SA	A	U	D	SD
12. Enables students to practice and maintain concepts/skills	SA	A	U	D	SD
13. Allows for flexibility, provides for individual differences	SA	A	U	D	SD
14. Instructions for students clear, concise, easily understood	SA	A	U	D	SD
15. Instructions for teachers easily followed, appropriate	SA	A	U	D	SD
16. Allows independent use by student	SA	A	U	D	SD
17. Enables student exploration, problem solving, discovery	SA	A	U	D	SD
18. Materials are durable	SA	A	U	D	SD
19. Requires little or no adaptation for present purposes	SA	A	U	D	SD
20. Reading level is appropriate	SA	A	U	D	SD
21. (Others)	SA	A	U	D	SD
22. (Others)	SA	A	U	D	SD

Name of Evaluator(s)_____

_____

_____

FORM 8 EBE PROJECT

DISCRIMINATION AND SEX BIAS EVALUATION

1. To what extent is the content based on currently valid knowledge of human experience, culture, and beliefs?

/ / / / / / / / / /
1 2 3 4 5 Not Applicable Score
Not at all To great extent

2. How free is the material of racial and/or ethnic bias?

/ / / / / / / / /
1 2 3 4 5 Score
Biased Free of bias

3. How free is the material of religious bias?

/ / / / / / / / /
1 2 3 4 5 Score
Biased Free of bias

4. How free is the material of sex role stereotyping?

/ / / / / / / / /
1 2 3 4 5 Score
Much Sterotyping No Sterotyping

5. How free is the material of job denigration?

/ / / / / / / / /
1 2 3 4 5 Score
Much Denigration No Denigration

6. To what extent does the material contain diverse role-models to which a member of a minority group can relate (e.g. Blacks, Chicanos, Jews, Women)?

/ / / / / / / / /
1 2 3 4 5 Score
Not at all To great extent

7. If the materials contain visuals, to what extent do the characters depicted represent a variety of racial groups?

/ / / / / / / / /
1 2 3 4 5 Score
Not at all To great extent

8. To what extent does the material include characters with names indicative of a variety of ethnic groups?

/ / / / / / / / /
1 2 3 4 5 Score
Not at all To great extent

FORM 9

INDEX FILE CARD

INVENTORY RECORD

Title

Author

Publisher

Date Published

Price

Date Purchased

Where Purchased or Obtained

1 2 3 4 5
Poor Good
Discrimination Evaluation

1 2 3 4 5
Poor Good
Resource Evaluation

Topic(s)

This form is printed on a 5" x 7" index card and kept on file for future reference.

Those interested in obtaining additional insight into materials evaluation and selection are encouraged to read the following articles.

1. America School Board Journal, "Quick, Tell Me How to Buy Career Education materials." July 1976, p. 11.

Kenneth Komoski, Director of the EPIE Institute, assisted the editiors of the Journal in the preparation of this editorial. Valuable suggestions are presented for those concerned with the development/selection of instructional materials.

2. Parsons, Jerry, Treat, Kathryn, Burnette, David et al, "Criteria for Selecting, Evaluating or Developing Learning Modules" Educational Technology, February 1976, pp. 31-32.

Presents valuable suggestions for developing and selecting learning modules. A format for module development is given as well as important criteria for objectives, subject matter structure, design characteristics, learning activities, adaptability, validity and pre-post test assessment of students.

3. McLaughlin, John A. and Trlica, Jack S., "Teacher Evaluation of Instructional Materials" Educational Technology, March 1976, pp. 51-54.

This article delineates a method for gathering classroom teacher evaluations of instructional materials already in use by a school or district. The article focuses on the three issues related to this topic: (1) the need to include teachers in the process of materials evaluation (2) the selection of items for inclusion in the materials evaluation instrument, and (3) the strategy to be utilized in collecting, analyzing and disseminating the information.

COMMUNITY RESOURCE DEVELOPMENT

Community Resource Development in an Experience-Based Career Education program requires the school and community to work together. Not only do materials make up the resources but people and places in the community itself form a major portion of the learning resources students use to complete their education.

Coordination Responsibilities

The primary responsibility for coordinating community involvement lies with the schools. The coordination is viewed as an active process and rests mainly on the assumption that there are many people in the community who are willing to assist the schools in this process. One should check school policy and administrative guidelines for additional procedures.

Types of Community Resources

Experienced-Based Career Education uses a broader than usual definition of community resources and activities to support an EBCE program. Basically, there are four types of community resources:

- Observation
- Classroom presentations or demonstrations by community resources people
- Work experiences
- Published materials

Observation

The major objective for an observation experience is to build awareness of careers. Observation is generally made within one business or industry and may look at many types of jobs.

Types of Observational Activities

- Go to work with father or mother for a day
- Class "field" trip

- Individualized student experience

Steps in preparing for observation experiences:

Step 1: Write out the plan for the activity in detail.

a) Objective to be attained by the experience

b) How will the student participate?

c) How much time will it take?

d) Arrangement for travel

c) Special costs

Step 2: Obtain approval from the administration and check to be sure that you have complied with school policy concerning the activity.

Step 3: Contact the manager of the business, agency or industry with your plan. Inform them of the intent of the observation, how many students will be involved and the time required of the business or industry.

Step 4: Prepare students for experience.

a) State the purpose of the experience.

b) Give an assignment that relates to the purpose.

c) Obtain parental consent if travel is involved.

Step 5: Follow-up activities - Summarize and discuss outcomes of the experience once the activity is completed.

<u>Classroom Presentation by Community Resource Person</u>

A presentation should fit within a larger unit of instruction. An example of the appropriate use of a presentation by a community resource person is the use of a public service nurse to talk about her job when the class is studying health. The presentation may include a demonstration measuring blood pressure or other skills used by the nurse in her job.

Steps in arranging for guest speakers or demonstrations:

Step 1: Identify objectives to be accomplished via the presentation.

Step 2: Identify several individuals that might have the required skills or knowledge.

Step 3: Request a resource person. Follow up the request with a written confirmation giving time, place and focus of presentation. Do not forget to ask the presenter to describe aspects of the job and not just tell about the mission of the business or agency. The student should get a brief impression of the responsibilities and skills required within the occupation.

Step 4: Develop or select introductory materials so the resource person will neatly fit into the overall instructional plan. Inform the students of the general purpose of the presentation and how this activity relates to the instructional focus of the class. Give background information about the speaker and the business or agency he or she represents.

Step 5: Have the students follow through by completing an outside class activity that will allow them to generalize the information obtained through the presentation.

Step 6: Thank the presenter formally in writing.

Work Experience

Work experience activities serve several purposes:

- Career orientation
- Career exploration
- Career preparation

This handbook deals with orientation and exploration activities. For information on Cooperative Vocational Education Career preparation, consult the state coordinator for the specific occupational area or the state coordinator for multi-occupational Cooperative Educaton programs. There are several excellent resources developed by these offices that address the implementation of Cooperative Vocational preparation programs.

Orientation

Career orientation experiences are short term. The student obtains a general impression of a particular career. Orientation experiences can be either an individualized or group experience. In the Experience Based Education Program there are extensive materials detailing the implementation or

orientation activities. Figure 6 lists organizations that have developed models addressing these concerns. For a more restricted implementation or orientation one can use simulations or demonstrations. Practice sessions are available in many job areas where the student can get a brief exposure to a specific set of job skills for an occupation. Teachers also supervise independent investigation into an occupation.

Figure 6

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia

Far West Laboratory, Inc. San Francisco,
California

Northwest Regional Educational Laboratory,
Inc. Portland, Oregon

Research for Better Schools
Philadelphia, Pennsylvania

Exploration

Exploration experiences use more in-depth activities where a student actually spends 15 to 20 hours with one employer or agency observing activities and actually practicing the basic skills of an occupation. Skill training is not, however, an objective of exploration. Students should be required to report on their activities in a formal manner, such as a personal description of various jobs, media presentation or oral reports.

The real test of school-community coordination activities lies with identifying community resources that can be used in the exploration and orientation phases of the EBCE program. Do not overlook those individuals and agencies used in observation activities, classroom presentations and demonstrations. Other means for identifying community resourecs often involve getting out and talking with representatives of business in the community. Listed below are several methods and sources that may be used to identify community resources:

- Community Surveys
- Student Surveys
- Advisory Committees
- School Administration
- Counseling Office

- Chamber of Commerce
- Unions
- Service Clubs

Developing and Establishing Community Cooperation

The following is adapted from the Wyoming Cooperative Education Handbook and lists steps one might take in establishing contact with businesses. Check school policy and administrative guidelines for additional procedures.

1. The pre-approach

   a. Personal contact with individual employers is absolutely necessary

   b. A file should be maintained for each business with which subsequent contacts may follow.

   c. The information necessary to obtain before the interview includes:

      (1) Who does the hiring? With whose permission?

      (2) Who will be interviewing.

      (3) What special interests does the person have?

      (4) If chain, name of parent organization; names of officers in top management; chain's connection with the cooperative education program.

      (5) Has the company employed cooperative students in the past?

      (6) How long has company been in business in the community?

      (7) Unusual events or promotions in which business has recently been involved.

      (8) Unusual practices; "firsts" to its credits, etc.

   d. Information not heretofore available provides material for questions during the interview. Knowledge of the business assists the teacher-coordinator in promoting the occupational school program.

2. Preparing for the interview

   a. Specific points the employer and training sponsor must know about the nature and scope of the program:

      - The objectives of the community-based program.
      - The primary function of the training situation is to train the student, but the trainee is expected to produce at a profitable level.
      - The employer is considered to be part of the staff of the program, and he plays an important role in the training of the student by providing properly planned work experiences and on-the-job instruction.
      - The training agencies will provide, on the average, at least 15 hours of employment a week throughout the school year.
      - The monetary wage will be the same as any employee on the same level of employment. This amount may be increased in proportion to the student's productivity.
      - The student is enrolled in special school classes directly related to his work.
      - The student should learn the job at which he is working but, in addition, he should gain a knowledge of other aspects of the business.
      - Objectives of occupational training are best accomplished through a progressive training plan worked out by both the sponsor and the coordinator.
      - Periodic ratings based on the training plan and the development of the student are discussed by teacher-coordinator and the training sponsor.
      - Any problems that arise should be brought to the attention of the teacher-coordinator at the earliest opportunity.
      - Candidates for part-time employment have had vocational counseling at school, during which time they have determined tentative career objectives.

3. Sell the cooperative program to the employer.

   a. Schedule a meeting with the employer.

b. Be on time.

c. Meet with the employer where there will be the fewest possible interruptions.

d. Make the presentation to the employer.

- State clearly and immediately the purpose for your visit.
- Discuss any objections the employer has, and use them to help you focus the presentation.
- Check periodically to determine if the employer is in full agreement and understands important points.

Evaluation of Community Resources

After a community person has been used it is important to assess the experience. Employers should be given an opportunity to provide formal feedback. Questions that might be asked are:

1) Did the student(s) benefit from the experience?

2) What could be done to improve the program?

3) Would you be interested in having another student placed within your business.

Specific questions are set forth in Form 11, adapted from one developed by the Northwest Regional Educational Laboratory. It is not necessary to obtain extensive written feedback on every student. The best method is to do a personal follow-up as time permits, using a set of questions that will solicit the information you need to improve the program. The survey instrument provides a good source of questions for a personal follow-up.

*Community Resource Information System

The Community Resource Information System has been developed to provide schools and their communities with the collaborative mechanism needed to coordinate community resources in

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* For more information regarding this system contact the Wyoming State Department of Education

a manner that is compatible with both the needs of the students, as well as with the ability and willingness of the community to respond.

The C.R.I.S. Data Banks/Clearinghouse is available in both manual and computerized versions to make the system affordable for a single school.

FORM 10 EBCE EMPLOYER OPINION SURVEY

Site Number _____

Your Name _____

Title _____

Name of Company/Organization _____

Type of Company/Organization _____

Approximate number of employees at your site _____

Length of time you have been participating in the program _____

Students in the program visit employer sites for an exploration level (usually several days to get an overview of a particular job) or for a learning level (usually several weeks or more to work on a project or obtain a more in-depth view of an occupation).

1. When the student is on an exploration or learning level at your site, approximately how many hours per week do you typically spend with the student?

   Number of hours per week for exploration level _____

2. Which of the following supportive services do you (or others at your site) provide for the students? Check each appropriate category for exploration level and for learning if you have students for both levels.

	Exploration Level	Learning Level
Talk about job opportunities?	_____	_____
Talk about the student's personal problems ?	_____	_____
Talk about activities at your site?	_____	_____
Tutor in an academic area?	_____	_____
Evaluate individual student's assignments?	_____	_____
Assist students in non-job-related assignments.	_____	_____

	Exploration Level	Learning Level
Supervise students to perform a specific job-related task at your site?	_____	_____
Help plan student assignments?	_____	_____
Other (please write in) _____	_____	_____

_____

3. How did you become involved with the program? Check appropriate response(s).

   1. _____ Program personnel contacted me about the program
   2. _____ A student talked to me about the program
   3. _____ Another employer talked to me about the program
   4. _____ Company personnel talked to me about the program
   5. _____ Other (please write in)_____

      _____

4. Did the program staff provide you with enough information to help you direct student activities at your site?

   1. Yes ☐ Why? _____
   2. No ☐ _____

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

   1. Yes ☐ Why? _____
   2. No ☐ _____

6. In general, do you think the students you have worked with are really interested in your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely No				Definitely Yes
1	2	3	4	5

7. In general, do you think the students you have worked with were really interested in the program?

Definitely No				Definitely Yes
1	2	3	4	5

8. Do you receive adequate information about what happens to the students after they leave your site? Circle a number from 1 (never) to 5 (always).

Never				Always
1	2	3	4	5

9. Do you receive adequate information about the effectiveness of your work with the students?

Never				Always
1	2	3	4	5

10. How have employees at your site reacted to participation in the program? Check one.

1. ☐ Positive reaction
2. ☐ Negative reaction
3. ☐ Mixed reaction
4. ☐ No reaction
5. ☐ Not applicable
6. ☐ Don't know

11. In what ways (if any) have the employees at your site benefited? Check one or more appropriate response(s)

1. ☐ They haven't benefited
2. ☐ Increased their understanding of youth
3. ☐ Motivated the regular employees to further training
4. ☐ Reduced their workload
5. ☐ Increased interest in their own work
6. ☐ I don't know
7. ☐ Other (please write in) _____

_____

12. Do you plan to continue participating in the program next year?

1. ☐ Yes
2. ☐ No

Why? (Check one or more reasons below)

1. ☐ Program is worthwhile
2. ☐ I like the people involved
3. ☐ My participation is a community service
4. ☐ It is challenging to me
5. ☐ I have had problems with the staff
6. ☐ I have had problems with the students
7. ☐ The program is not effective
8. ☐ I don't have time
9. ☐ Other (please write in) _____

_____

13. What do you think are the greatest <u>strengths</u> of the program? (Check one or more)

1. ☐ Good alternative to a regular high school program
2. ☐ Quality of the staff
3. ☐ Students learn about a variety of careers
4. ☐ Students learn about real life situations
5. ☐ Good way of getting students to learn
6. ☐ Experience in working with adults
7. ☐ Other (please write in) _____

_____

14. What do you think are the greatest <u>weaknesses</u> of the program? (Check one or more)

1. ☐ Some students can't handle the freedom
2. ☐ Problems in the organization of the program
3. ☐ Students not receiving sufficient training
4. ☐ Inadequate supervision of students on job sites
5. ☐ Too much paperwork
6. ☐ Other (please write in)_____

15. How many students would your site be able to handle at one time for an exploration level?

1. ☐ One student
2. ☐ Two students
3. ☐ Three to five students
4. ☐ Six to eight students
5. ☐ More than eight students

16. What do you feel students are able to learn on job sites that they do not learn as well in a regular school classroom? (Check one or more)

1. ☐ First-hand knowledge of demands in the work
2. ☐ Self-Discipline

3. ☐ Working with other people
4. ☐ On-the-job skills
5. ☐ Motivation to learn
6. ☐ Nothing
7. ☐ Other (please write in)__

_____

_____

17. What other comments or recommendations about the program would you like to make?

_____

_____

_____

_____

ADVISORY COMMITTEE SELECTION

Advisory Committee Selection is an extremely important process. The concept of involving the community in guiding educational efforts cannot be stressed enough. Often the success of an effort depends upon the support received from this committee. The following guidelines are, in part, from the Ohio Department of Education Trade and Industrial Handbook. These guidelines will assist districts in establishing advisory committees.

REPRESENTATIVE ADVISORY COMMITTEES

Statement of Policy

The objectives of instruction in experience based career education are:_____
_____
_____

In the establishment and operation of experience based career education programs it is recommended that advisory committees be organized so that instruction may meet community requirements and be developed on a sound basis.

Employees and employers have vital interest in community based education. The advice and counsel of advisory committees are needed in connection with such factors as counseling and guidance, courses, instructors, equipment and practices in occupations for which instruction is ofrered.

The school can provide, through the participation of management and labor as members of advisory committees, a better understanding of the objectives and aims of trade and industrial education and thus obtain better direction for the program, make employment of students easier in the local trades and industries, and secure community support.

Employers can participate in the development of present and future employees and thus secure the desired type of training for workers, which will reduce their training costs and provide training that meets their needs.

Membership

Local advisory committees should be composed of representatives

from the community, the public schools and other interested agencies. The committee should be limited in size to an effective working group. A committee of six to ten members has been found to be most successful.

It is suggested that the local board of education or its authorized representative use the following procedure:

Step 1: Request in writing that various employer associations nominate members to serve as possible representatives on the committee. Select from this list of nominees the number of representatives desired. Information about the employee associations can be secured from local chambers of commerce.

Step 2: Request in writing that various bona fide labor organizations nominate members to serve as representatives, preferably those with experience in the predominant industries. Select from this list of nominees the number of representatives desired. Information about the labor organizations can be secured from local labor councils. Where there are no organizations representing employees, such members should be selected from outstanding craftsmen in representative industries in the community.

The following illustrates possible representation on an advisory committee:

Names	Organization Represented	Employment Position
Jerry Frank	Labor Council	President
George Sund	Parent	President of PTA
Nancy Partridge	Student	Senior
Joan McCrea	Local, State Employment Office	Director
Joe Reynolds	National Farm Bureau	Secretary
Bill Doe	Chamber of Commerce	President
Virginia Shafer	Board of Education	Superintendent
J.B. Lucena	Teacher	Second Grade

In selecting committee members, the following precautions should be observed:

- Members should have the authority to represent specific organized groups.

- Members should possess qualification for counseling and advising on matters pertaining to career education.
- Members should have sufficient time to devote to committee affairs.
- Alternates should be named in order to insure quorums at every meeting.

Suggested purposes of the advisory committee are to:

1. Advise and counsel with local schools on the possibilities of training for various occupations.
2. Make recommendations for the selection of occupational clusters.
3. Assist in the organization of necessary material for involving the community.
4. Promote good relationships between the local schools and the community.
5. Help establish selection criteria for instructional materials.
6. Evaluate content of courses of instruction.
7. Advise on facilities and equipment for various classes in the exploration and preparation phases of career education.
8. Assist in explaining purpose and objectives of the program to the community.

Success attained in the use of advisory committees is in direct proportion to the degree that school authorities seek and use the advice and counsel of the committee members. Regardless of how well qualified they are to assist in an advisory capacity, no satisfactory results can be expected unless the school authorities realize the value of their advice and use it.

The prerogative of the school administrator and the governing power of the local board of education, however, must not be usurped or weakened by excessive strength on the part of any committee representative. School organizations must not permit arbitrary dictation of school policies not in conformity with the school's general practices.

Meetings

Meetings should be scheduled only when pertinent problems are to be discussed. Business items should be taken care of before any general discussion takes place.

Agendas for each meeting should be prepared and sent to each committee member far enough in advance to permit review of the topics to be discussed. This will enable the members to present such data as they may desire. In preparing the agenda, consideration should be given to anticipated topics as well as topics encountered during the interim.

Following are suggested topics that may be brought before the committee:

> It is important to acquaint the committee with the program as a whole, including types of career education programs, the objectives of the courses, methods of reaching these objectives, equipment, instruction and placement. The committee should be informed of the purpose, policies, types of courses, sources from which enrollment may be secured, differences among types of programs.
>
> At each annual meeting, a report should be made to the committee concerning the progress of the program. This should include number and type of courses, enrollement and numbers completing the program. Any problems encountered should be brought to the attention of the committee members.

Minutes

Minutes for each meeting should be written and filed. Some communities provide each committee member with a copy of the minutes. Recommendations and suggestions of the committee should be made a matter of record in the minutes.

Agenda for First Meeting

Suggested topics:

1. Purpose of the meeting
2. Explanation of the role and purpose of advisory committee

3. Election of officers

   Chairperson
   Secretary

4. Explanation of career education

5. Discussion of immediate problems

6. Adjournment

Duties of the Chairperson

The terms of office for the chairperson and secretary should be one year. The chairperson should:

Call the meetings to order.

Take up matters of business as submitted by the secretary.

Bring to final conclusion the discussion of all items.

Close the meetings.

Duties of the Secretary

It is suggested that the secretary be a school representative since the duties of the secretary will involve the duplication and dissemination of minutes and other material. The secretary should:

Prepare a written agenda for meetings.

Send out information to all members.

Prepare and distribute minutes to members and school administrators.

Send out necessary correspondence.

More detailed information about advisory committees may be obtained from the Wyoming State Department of Education in the booklet entitled Cooperative Education: Advisory Committees.

DISSEMINATION AND PUBLIC RELATIONS

Dissemination is a systematic method for informing the public about programs or projects. The material below is based on the contributions of Harold Snodgrass, Director of Publications, and Alex Serigenko, both of the Tacoma (Wash.) Public Schools. It is used with permission from the National School Public Relations Association.

Two Aspects of Dissemination

A school district which sponsors and conducts a federally-funded project has a mandated responsibility to disseminate information about it. But just how does "dissemination" function in a school district?

"Dissemination" may be taken to mean simply spreading the news about the project, its process, its results, its effects upon the students or upon the educational system as a whole. This is an important responsibility for everyone in the school district--administrators, public relations officers, and faculty members.

But spreading the news is only one aspect of dissemination. There is another, deeper aspect to consider. In most instances, the goal of a federally-funded project is to bring about change in some aspect of learning, teaching or administration. If change is to occur, then dissemination must be considered in another context. Dissemination features must be built into the entire process of planning, developing and implementing the project. In this sense, dissemination will begin long before the project is launched. It will be included in the thinking that will eventually be embodied in the proposal seeking federal funds, and it will continue with the involvement of everyone who is to be concerned with the project. Dissemination will not only inform the community about what's going on, but will also change and improve school practices.

- Aspect One: Its Criteria for Telling the Story

Effective dissemination calls for (1) telling the story simply and intelligibly, (2) being truthful, (3) telling the whole story, not just the superficial or the "best" outcomes of a project, and (4) describing fully the effect that the innovation has had on teachers, students and the district. Here is one point to keep in mind: If you are going to build conviction in the mind of a neighboring superintendent who is considering trying out your program in his school, your

story must be told with honesty and must exude credibility.

Providing Funds for Spreading the News

How much money for dissemination is included in the project? How much money is available for interviewing, writing, picture-taking, editing and publishing a necessary brochure or other material?

Too often the answers to these questions are left to chance. Almost as an afterthought, the federal coordinator may add a few hundred dollars for dissemination to make the project come out to a nice round member as he dashes to meet a deadline. A better way is to consult with the district's publications or public relations specialist. Realistically, this expert should be in at the project's beginning--or at least as the project idea begins to develop--and should help design the dissemination component. The PR or other district communications unit ought to influence what goes in if he's going to influence what goes out.

Parents Can Make or Break a Project

Parents whose children are involved in "that new thing" the schools are doing can flunk you right out of business. That's true even if the project has a sound educational base and is technically right. That's true even if your teachers like the project. So you'd better keep parents informed. How? Here are a few ideas:

- Involve key parents in evaluation of the project proposal before it's submitted to the state of federal agency.
- Organize a parent policy advisory committee, even if one is not required by the funidng agency.
- Send a letter home with children before the project is officially launched or approved. Tell parents what you are planning, what it will mean for their children.
- Get short items in newsletters, whether published by the PTA, the principal, or the local teacher association. Focus on what the kids are doing, what they are learning--or how they'll benefit as a result of the project.
- Get five minutes on the next PTA or local civic club program. And the one after that, too. Short reports on a regular basis are better than one long program.

- If you can get 30 minutes or an hour before a large group of parents, don't punt--plan! Plan to use demonstrations. Use visuals. Simulate the classroom activities. Use real teachers, real students. Showing is better than telling!

- If you've got some money written into the project for dissemination, publish a brochure. Use good pictures of children learning.

- Talk to your local newspaper, radio or TV editor about doing a story.

- Keep your story, explanation and language simple.

Teachers Are Also Disseminators

Long before a project is funded, smart planners involve other staff members, including teachers. Not to do so is to court resistance, if not disaster. When faculty groups are involved in writing the objectives or designing the strategies for a project, they develop a commitment. When the time comes for implementation, it's their project too. What does this have to do with dissemination? A lot. Their communication with others may, in the long run, have a strong effect on public understanding. Potentially, your faculty groups are your best disseminators of information.

Five Tips for Disseminating the Facts

How many ways are there to disseminate information about programs?

- Write an article (or have one written) for a newspaper, magazine or journal.

- Tell your colleagues about it at the next meeting, seminar or convention.

- Show off your new project by inviting others to come and look at what is going on in person.

- Help the next school district or series of school districts to test the feasibility of your research or demonstration project by going in as a consultant or speaker.

- Train others in the methods of your research or demonstration project by involving them for at least short-term periods in your project.

- Aspect Two: Making Sure the Project Has Impact

Now for a look at dissemination in the second context--planning and developing the project, and implementing its findings and results. The design of many programs assumes a research base; and the granting of large amounts of money is usually with the understanding that the project will be a testing ground for an idea or provide a base for change to meet pupil needs.

Why is dissemination, as a part of the change process, seen as important by federal planners? Why is at least a token amount of funding often earmarked for dissemination? The process of getting educational innovations adopted by enough school systems to make a difference in the teaching and learning process for a large number of youngsters is an infinitely complex task. Thus there is a substantial reason why many federal programs include the concept of the demonstration center or the function of dissemination.

The spread of even the most successful innovations frequently depends on the firsthand observations and peer-to-peer communication among teachers, superintendents and school board members from neighboring school districts.

Awareness Can Lead to Adoption Through Dissemination

Two major steps are called for in moving a new instructional procedure or idea into a school. These are (1) to convince school administrators and the staff that they should take on the program and, (2) to teach the school staff how to conduct it. One effective way to convince a school staff is to let members observe a successful new program in action.

The difficulty of getting new ideas disseminated and adopted is frequently a sore point with superintendents who note that when 90%-95% of a district's budget is tied up in salaries, buildings, buses and supplies, there is little the board or superintendent can control. Many good ideas conceived in research and carefully brought through the development stage in a well-funded project fail to scratch the surface--that is, few other districts rush in to copy the plan. But if the objective of dissemination is to create widespread awareness of a new program among other school districts via superintendents, teachers, board members, then superintendents and federal aid coordinators have a job to do.

Working With and Working Through Your Audiences

Awareness alone may be insufficient to motivate individuals to try the same approach. There is a difference between publicizing a project and facilitating its use somewhere else. School administrators and project coordinators have a double responsibility in dissemination, then. They must think not only about making various audiences and groups aware of their project, but also make it possible for others to try to adopt the models they have created.

Effective communications are best designed in terms of specific audiences. Audience identification may be either selective or inclusive. Here are groups to be considered. (1) superintendents of districts of similar size and with similar problems, (2) federal aid coordinators, (3) university professors and researchers, (4) teachers, parents in your school district, (6) parents in other school districts, and (7) the public-at-large.

How can you design specific communications for each of these audiences? Some other questions must be answered before a communication design becomes apparent.

- What does this group really want to know about your project?
- Do you really think your project design can be successfully exported--that is, used as a model for a project in some other system?
- Are you willing to be completely open to describe the problems and weak spots as well as the high points and successes?
- Can you support teacher and administrator opinions of the project with test data that demonstrates real differences in student learning?

So you choose to become a "knowledge linker." You will define dissemination as part of the educational change process, and help shape the educational future of other public shcools.